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Sixty-seventh Report

(Twenty-sixth Annual Report) of the State Superintendent of Schools

State of West Virginia
For the period
July 1, 1979
to
June 30, 1980

Roy Truby
State Superintendent of Schools

Volume I

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1980

The Honorable John D. Rockefeller, IV
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Rockefeller:

The Sixty-seventh Report (twenty-sixth annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 18-3-8, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Vocational Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

Mary Martha Merritt

Mary Martha Merritt
President of the State Board of Education

Roy Truby

Roy Truby
State Superintendent of Schools

WEST VIRGINIA BOARD OF EDUCATION
EXECUTIVE OFFICES
Charleston, West Virginia 25305
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William M. Smith, Vice-President
Follansbee, 1982

James P. Clark, Secretary
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Roy Truby
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and
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and Adult Education

James Smith
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Bureau of Finance and Administration

Phil Suiter
Assistant Superintendent
Bureau of Learning Systems

Introduction

Increasing the visibility of the State Board of Education and the State Department of Education and creating a statewide atmosphere of openness were the main objectives of the new chief state school officer, Roy Truby, who began his duties on July 1, 1979, as the twentieth State Superintendent of Schools in West Virginia.

To achieve those objectives, the State Board of Education conducted some of its monthly meetings across the state, inviting the public to attend. Meetings were held in Institute, Beckley, Wheeling, Petersburg and Romney, as well as in Charleston. These meetings gave the state board members the opportunity to visit schools firsthand and to talk with teachers, students and administrators. During the year, total public attendance at the meetings numbered into the hundreds.

The State Board of Education conducted some of its monthly meetings across the state, inviting the public to attend.

In addition, the state board and state department conducted sixteen public hearings throughout the state on proposed new graduation requirements. It was unprecedented for board members to take so much time from their own schedules to hold such hearings.

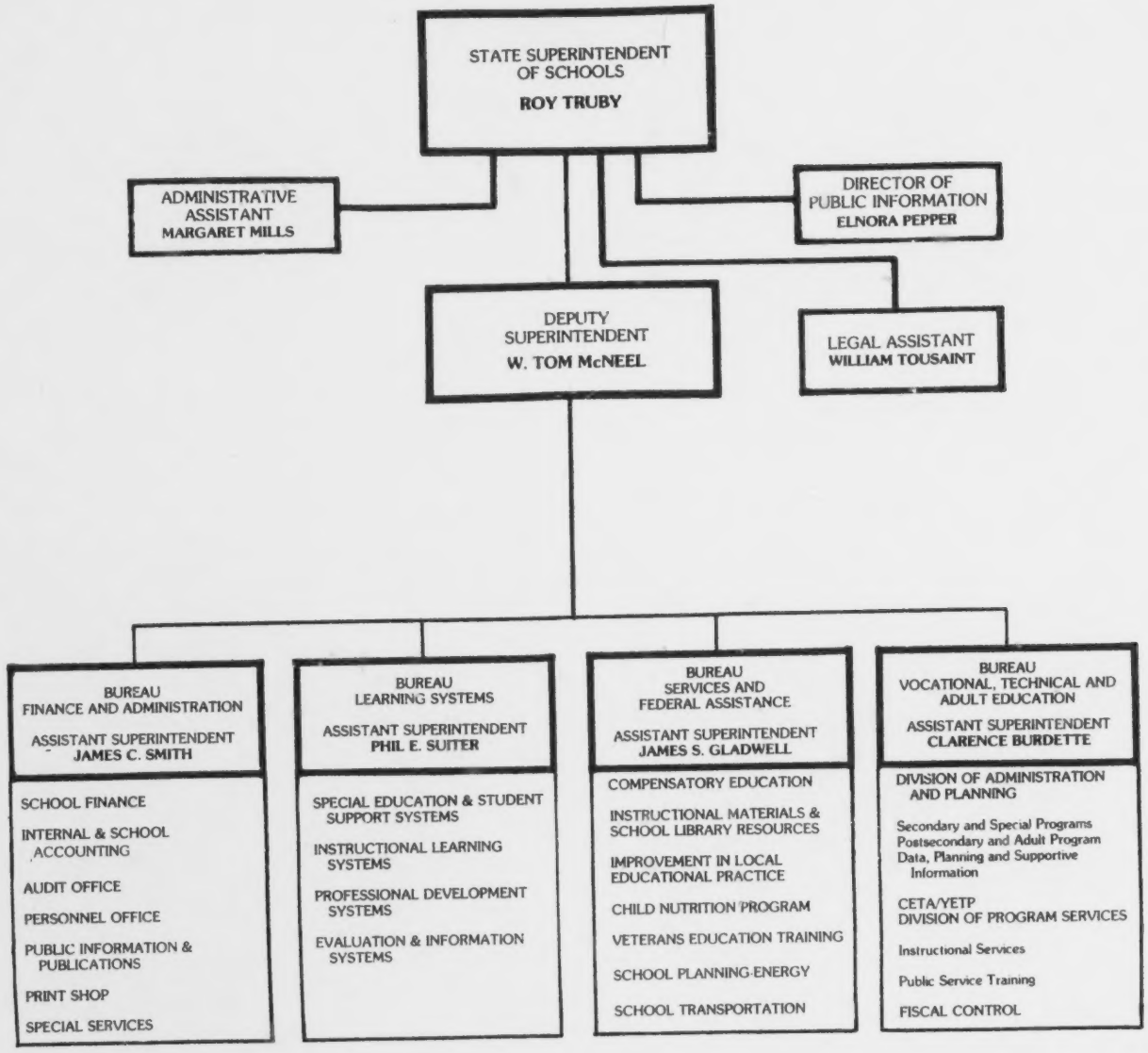
The state board and state department conducted sixteen public hearings throughout the state on proposed new graduation requirements.

A new policy was established whereby controversial items that were placed before the state board were held for a thirty-day comment period. During that time, groups such as the West Virginia Education Association, school principals, superintendents and county board members had an opportunity to comment on items before they were acted upon by the board.

During the year, there was considerable reorganization in the department of education. The Bureau of Planning, Research and Evaluation was phased into the other four bureaus. A position of administrative assistant was established to provide additional liaison to other important constituencies. Centraliztion of the personnel function begun, and about seventeen newsletters were consolidated into one department of education newspaper, reaching about 35,000 teachers, administrators, other educators and citizens.

ORGANIZATIONAL CHART

WEST VIRGINIA DEPARTMENT OF EDUCATION



Bureau of Learning Systems

The primary mission of the Bureau of Learning Systems is to provide leadership to county school systems, institutions of higher education, regional education service agencies, teacher education centers, professional organizations and the public in the implementation of a comprehensive educational program.

In carrying out this mission, the bureau coordinates its leadership, service, technical assistance and regulatory roles toward the initiation, maintenance and continuous renewal of educational programs in the schools. These programs involve the education of children with special needs; the provision of services centering on the personal, social, psychological and physical needs of pupils; the systematic collection, storage and dissemination of information; and the professional development of educational personnel to meet pupil needs.

During the past year the bureau continued to emphasize the individualization of learning by pupils and education personnel and a three-level programmatic framework composed of early, middle and adolescent education as the basis of educational program development. The decade of the 1980s is viewed as a time for specific policy and program development related to this educational framework through the systematic coordination of bureau staff, processes and programs.

The four divisions of the bureau are committed to strengthening current programs and generating new developments to assist individuals and groups, both public and private, in their efforts to provide educational opportunities to enhance the learning of pupils.

Division of Instructional Learning Systems

The role of the Division of Instructional Learning Systems is to provide leadership, technical assistance and service to county school systems in the planning, implementation and evaluation of each county's comprehensive educational program as it may relate to the nursery through grade 12 learning continuum; early childhood education, middle childhood education and adolescent education.

Leadership

Leadership activities organized and offered by the division at the state, regional, county and school levels provided opportunities for instructional personnel throughout the state to become acquainted and knowledgeable concerning new educational programs and procedures.

Special emphasis was given to the development of educational programs to assist in the attainment of the *Educational Goals for West Virginia.*

A Program for Improving Reading Achievement. The division provided inservice training packages that were implemented with county reading administrators from each of the counties, who in turn implemented the packages by providing inservice training to the elementary principals in West Virginia. The division staff conducted, with technical assistance from higher education and RESA personnel, one three-day competency based workshop with the county reading administrators.

The division coordinated a family reading program with approximately 140,000 requests for certificates by parents who read to their children 15 minutes daily for nine weeks.

A Program for Improving Mathematics Achievement. A Mathematics Task Force was commissioned to collect, compile and disseminate data concerning the status of mathematics education in West Virginia. Under the direction of the division, the task force submitted *Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.*

The West Virginia Board of Education has formally identified mathematics as a top priority curriculum area for West Virginia's schools as a result of the task force report. A mathematics action plan is being developed based on the data from the mathematics task force's work.

Adolescent Education Programs. The division conducted 14 public hearings for input by the profession and the public into standards and graduation requirements. Using data from the hearings, a set of proposed graduation requirements were then reviewed in 14 additional public hearings.

A set of adolescent education standards has been submitted to the State Board of Education for information and a final draft of proposed graduation requirements is now being prepared for state board consideration.

Plans were completed for an adolescent education conference in Huntington in October, 1980.

Early Childhood Education Programs. The division staff worked with an appointed committee representative of a variety of roles and levels of education to draft early childhood education standards based on the early childhood education programmatic definition. A draft of the standards has been submitted to the state board as an information item.

The division also conducted an early childhood conference in Charleston which was attended by approximately 500 educational personnel from West Virginia and other states. This conference was directed toward the need to facilitate a broad-based awareness and understanding of trends and issues in early childhood education.

The bureau coordinates its leadership, service, technical assistance and regulatory roles toward the initiation, maintenance and continuous renewal of educational programs in the schools.

The division coordinated a family reading program with approximately 140,000 requests for certificates by parents who read to their children 15 minutes daily for nine weeks.

The teacher education section continued to meet its responsibilities for implementing the program approval model for the initial development of educational personnel.

Division personnel cooperatively worked with other bureaus, agencies and organizations in developing programs through projects involving the Governor's Commission on Crime and Delinquency, West Virginia Regional Medical Project, Manpower Development Project, Governor's Highway Safety Administration and National Highway Traffic Safety Administration, Governor's Fuel and Energy Office, Alliance for the Arts and Kennedy Center, Appalachian Educational Laboratory, Agency for Instructional Television--WMUL-TV, WWVU-TV--North Central Association and many specific subject matter organizations.

Administration

The administrative role of the division is primarily that of managing programs and implementing regulations and standards as set forth by state and federal agencies and legal enactments.

The division is responsible for administering the elementary textbook adoption program, issuing book seals and attendance certificates, classifying elementary and secondary schools holding or seeking membership in the North Central Association of Colleges and Secondary Schools, classifying all other schools within the state, administering the state appropriation for driver education, implementing the state basic skills and right-to-read programs, managing the department's child development centers, maintaining course code listings and conducting a teacher out-of-field study at the secondary level.

Services

Services to the state, regions, counties, colleges and schools are provided to assist the respective personnel in the improvement of educational opportunities for pupils and the professional growth of educational personnel.

The service role is one of assisting in the planning, implementing, and evaluating of the educational activities identified as priorities by the individuals or groups requesting the service. The service role was implemented as division staff:

1. provided conferences, workshops and state meetings that involved personnel and agencies on a state, regional, local and school building level.

2. served on conference planning committees for meetings conducted by state and national organizations. Others were presenters at their respective professional organization meetings.

3. assisted regional education service agencies in implementing activities in the regions to upgrade learner achievement.

4. assisted other state agencies and department bureaus in coordinating educational television programming; civil preparedness, environmental and energy conservation, and drug education programs; consumer and career education; and Golden Horseshoe activities.

Division of Professional Development Systems

The Division of Professional Development Systems conducted activities with a major emphasis on supporting the directions of educational programs for pupils, as a basis for developing, maintaining and redesigning policy and programs for educational personnel development. The division also directed resources and activities toward the need to facilitate communication between and among the major constituent groups involved in teacher education, continuing education and the certification of educational personnel.

Teacher Education

The teacher education section continued to meet its responsibilities for implementing the program approval model for the initial development of educational personnel. This included the continuous review of standards, conducting on-site evaluations of programs at institutions of higher education, providing technical assistance in program development and acting as liaison to colleges and universities.

Revision of Standards. The major task was the initiation of the revision of the teacher education standards based on the needs statements contained in the *Final Report of the Review Process for Initial Preparation Program Standards and Program Approval Processes.* A multi-level committee structure was developed and timelines for the completion of the revision were established. The process for revision was established with the intent of involving a wide range of educational personnel in a systematic and collaborative context.

The major emphasis was the initiation of the revision of the institutional standards and program standards. The 13 member Institutional Standards and Approval Procedures Committee collaborated with the division in the completion of an initial draft of the revised institutional and program standards. Program standards, in their proposed stage, are a new concept in the standards in that they define essential criteria which ensure the effective development, implementation and evaluation of early childhood, middle childhood and adolescent teacher education programs. Many of the program standards were formerly contained in the institutional standards but were separated in view of the current thrusts toward building teacher education programs around the three programmatic definitions.

Since the revision of the teacher education standards has significant implications for all levels of the profession, the division and the teacher education section has viewed the act of communication as

an essential process in the revision of the standards and approval procedures. Thus, agenda items for the West Virginia Advisory Council on Professional Development of Educational Personnel have reflected current developments in the revision process. The department newspaper, entitled *State Ed*, has included articles on the revision of the standards. Among the most significant activities in the past year in updating the profession on the revision process was the solicitation of input for revision at the 17 West Virginia institutions of higher education which prepare teachers. These meetings, which took place in October, 1979, were conducted by the division and included opportunities for educational personnel from colleges, county school systems and other interested organizations to provide recommendations about how the standards should be revised.

A further elaboration on the revision of the standards was presented at the regional meetings conducted by the division in April, 1980. The revision process also received national visibility through a session led by the teacher education staff at the national meeting of the Association of Teacher Educators in February, 1980. Finally, the establishment of a communication network with county public school systems, institutions of higher education, and various other educational agencies and professional associations was developed especially for the revision process. The communication network includes primary contact persons for the dissemination of revision committee draft standards and procedures for the solicitation of reactions.

Continuous Assessment. The teacher education section continued its on-site evaluations of certain institutions of higher education which had programs or institutional standards on provisional status. The continuous assessments were fewer in number and more limited in scope than previous years since most of the institutions have succeeded in removing their remaining conditions. During the current year eight institutions of higher education received continuous assessment visitations. All 17 institutions of higher education have demonstrated program growth and a major commitment to teacher education through their efforts in the continuous assessment processes.

Technical Assistance. Throughout the year, the teacher education section, assisted by staff from the divisions of Special Education and Student Support Systems and Instructional Learning Systems, offered technical assistance to colleges as they prepared proposals for teacher education programs. Technical assistance was provided to the West Virginia College of Graduate Studies in the planning of a teacher education program for the visually impaired. Assistance was also provided to Fairmont State College in the preparation of proposals for behavioral disorders, specific learning disabilities and gifted teacher education programs. Technical assistance continued for West Virginia University in the development of an experimental teacher education program for the severely and profoundly handicapped and for Concord College in an experimental program for teachers of the early childhood/handicapped.

Information Dissemination. Information on approved teacher education programs offered by institutions of higher education was disseminated via a booklet entitled *Approved Teacher Education programs in West Virginia* as required by the Interstate Certification Project (ICP). Additionally, a brochure, *Approved Programs in West Virginia Colleges and Universities Leading to Licensure in Education* was updated and mailed to county and higher education personnel as well as staff in the department of education and other state education agencies.

Finally, the staff of the teacher education section prepared the annual National Education Association (NEA) Teacher Supply and Demand Report for West Virginia. The data were included in the NEA National Summary Report. Data in this report show the number of students (1,883) completing preparation for the standard teaching certificate for the first time and the occupation in November, 1979, of graduates completing preparation in 1978-79, with qualifications for their professional teaching certificates in West Virginia.

Continuing Education

The continuing education section had four basic responsibilities. The responsibilities included the implementation of the West Virginia statewide program of continuing education, development of new alternates for continuing education, coordination of teacher education centers and liaison with federal educational personnel development programs.

Coordination of Continuing Education. The continuing education section's main function is the coordination of the department's systematic program for the continuing education of educational personnel. In July, 1979, 37 of the 55 county continuing education plans were received and evaluated. The remaining plans were submitted by October. In March, 1980, 65 new members of county continuing education councils were trained. These new members were then able to return and work with their respective county councils in strengthening the individual county programs of continuing education. Two meetings were held for the continuing education coordinators. Forty-two coordinators attended a November meeting and approximately 37 attended a March meeting.

During April, May and June the individual continuing education programs in 17 counties were monitored. A detailed report of the monitoring will be submitted to the state board in October, 1980. Over the course of the year, the first phase of the evaluation procedure for the statewide continuing education program was begun; however, work will continue on the evaluation process. In September,

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1979, a workshop for persons interested in developing county continuing education programs for training middle childhood educators was conducted. A complete summary of that meeting is contained in a booklet entitled *Designing County Continuing Education Programs for Middle Childhood Educators* which is available through the section's office or the ERIC System.

The individualized program option will involve job-related training, will be based on individualized needs assessments and will be coordinated through institutions of higher education.

Throughout the school year, members of the continuing education section staff visited or participated in county continuing education training programs. The section cosponsored a state conference on continuing education with the West Virginia Association of Teacher Educators.

Individualized Continuing Education. The West Virginia Advisory Council on the Professional Development of Educational Personnel worked closely with section and division staff in developing a proposal for individualized continuing education. By the end of June, the proposal was ready for dissemination to other interested organizations, such as the West Virginia Education Association and the Board of Regents. As currently conceived, the individualized program option will involve job-related training, will be based on individualized needs assessments and will be coordinated through institutions of higher education.

In 1979-80, 20,544 applications related to original certificates, renewal, conversion, permanence and salary classification were received.

Coordination of Teacher Education Centers. The coordination of the statewide network of seven teacher education centers is the third major responsibility of the section. Three meetings for the teacher education center directors provided an opportunity to share information about successful programming and solve problems of common concern, such as placing student teachers, addressing the needs of beginning teachers and offering training to supervising teachers. In July, 1979, the continuation requests for the seven centers were reviewed. Recommendations for funding were made to the State Board of Education, based on guidelines developed by staff in the Department of Education. Throughout the year, staff attended most of the monthly meetings held by the seven teacher education centers.

Liaison to Federal Projects. Continuing education staff has worked with the Kanawha County Teacher Corps Project and also has attended a number of planning meetings for the federal Teacher Centers Program. Proposals for funding through the Teacher Centers Programs were submitted by Lewis County, Harrison County and Regional Education Service Agency IV.

Other Activities. While the section has four primary responsibilities, it also is called upon to assist with special projects. The section staff has: a) served on the adolescent education statewide committee, b) served on the P.L. 95-561 coordination committee within the Department of Education, and c) drafted a paper on adult learning styles for further development as a technical assistance program for schools and colleges.

Educational Personnel Certification

This section of the division achieved several major goals during the 1979-80 year which have resulted in increased efficiency of certificate processing, liaison roles to counties and colleges, improved relationships with counties from a service orientation and improved communication with other sections of the division, other bureaus within the department.

Increased Efficiency. Staff in certification has succeeded in streamlining application processing procedures which resulted in the elimination of a backlog of several thousand applications and a one week turnaround time from the date an application is received, sent to the computer center and mailed.

Processing Applications. In 1979-80, 20,544 applications related to original certificates, renewal, conversion, permanence and salary classification were received. These applications included requests for professional teaching, administrative and service certificates; temporary licenses; certificates via the National Teacher Examinations; permits; and authorizations. Also, staff experimented with processing original certificates on-site at institutions of higher education.

Interstate Reciprocity. The 1979-80 year also saw the renewal of the five-year interstate contracts regarding reciprocal certification. The number of states (approximately 35) cooperating with West Virginia has increased. However, the issue of competency tests imposed by some states has caused a few previously participating states to withdraw.

Interstate contracts for the 1980-85 cycle have also been developed for administrative, service and vocational personnel in addition to teaching certificates. The number of states participating in these areas (approximately 6) is very low by comparison with teacher contracts due to greater differences among states in these fields.

Regional Meetings. The regional certification meetings in 1979-80 continued to follow a division effort to provide increased technical assistance and increased services to counties, teacher education institutions and individual educational personnel.

Technical Assistance and Liaison Roles. The certification staff, in addition to technical assistance via telephone with all counties, conducted training and assistance activities in Taylor, Kanawha, Mason, Lincoln, McDowell, Putnam, Cabell and Mineral counties.

Assistance activities were also conducted for Bluefield State College, Concord College, Glenville State College, Fairmont State College, Alderson-Broaddus, Davis and Elkins, West Virginia Institute of Technology, West Virginia Wesleyan, University

of Charleston, Marshall University and West Virginia University.

Additionally, the section coordinator has been actively involved in the committees working for the revision of teacher education standards as well as review teams for teacher education programs.

Out-of-State Activities. Certification staff attended a training session for certification analysts in Columbus, Ohio, sponsored by the Interstate Certification Project. The coordinator continued to represent the state at both Interstate Certification Compact and National Association of State Directors of Teacher Education and Certification meetings during the year.

Division of Evaluation and Information Systems

Testing Programs

The State-County Testing Program (SCTP) provided testing, scoring and reporting services for approximately 125,000 students. In conjunction with this program, over 80 days of consultant services were provided to county school systems concerning the interpretation and use of SCTP data.

In addition to the reports furnished to third and sixth grade teachers through the State-County Testing Program, optional reports were prepared for 1,527 fourth, seventh, ninth and eleventh grade teachers.

The division continued the development of a criterion referenced testing service. Methods of statistically determining the characteristics of test items were used to analyze a set of reading tests.

Training and certification in the administration and interpretation of the General Aptitude Test Battery (GATB) was provided for 73 counselors. Additionally, scoring and reporting services were provided for 6,467 secondary school students who took the GATB.

Research and Evaluation

Information on persons who dropped out of school during the year was collected and an analysis was made of data on persons who dropped out of school during the previous year. The results were reported to educational agencies to aid in needs assessment and program planning. No printed reports analyzing dropout data had been completed for six years due to the lack of available personnel. Division personnel interpreted the dropout data at a number of educational meetings.

The division performed a major role in the evaluation of the ESEA Title I program. Data collection forms were designed, technical assistance was provided to county educational personnel and an evaluation report was written.

The division developed procedures for the evaluation of the career education program which is directed by the Bureau of Vocational, Technical and Adult Education.

The division developed sampling procedures for and conducted a survey of parents about their attitudes toward graduation requirements. A report of the survey was also written.

Extensive consultative services were provided an ESEA IV-C project on the evaluation of its program effectiveness. Enrollment projections were prepared for all counties and for the entire state. Copies of these projections were furnished to educational agencies.

Technical Assistance

Extensive consultative services were provided to state and local educational agency personnel, in particular the Mathematics Task Force on matters related to testing, evaluation and research.

Members of the division staff read and critiqued a number of project proposals and participated in several validation visits associated with the ESEA Title IV-C program.

Technical assistance and consultative services were provided the Bureau of Vocational, Technical and Adult Education in the revision and improvement of pre-vocational education tests in the area of business and office.

Division of Special Education and Student Support Systems

The Division of Special Education and Student Support Systems has worked to expand and improve the educational programs and services offered to exceptional and regular education students. Some major indicators of progress in delivery of services rest in the number of programs and students served.

Program Support and Resources

According to the *Third Month Report, 1979-80,* a total of 36,345 exceptional students were served, an overall gain of 1,628 students. The number of professional personnel serving the exceptional students was 2,533 in 1979-80, an increase of 256 positions.

Members of the division, along with other agencies, associations and groups worked extensively with subcommittees of the Legislature to support continued funding for special education which goes beyond that provided within the school aid formula. The resultant funding for Account 2960, Aid for Exceptional Children, totaled $7,526,748.

The Annual Program Plan for Fiscal Years 1979 and 1980, required under Public Law 94-142, The Education of All Handicapped Children Act,

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According to the Third Month Report, 1979-80, a total of 36,345 exceptional students were served, an overall gain of 1,628 students.

During the year, 6,191 equivalent diplomas were issued to qualified adults, a 9 percent increase over the previous year.

A major activity that was developed as a result of monitoring was the production of surrogate parent training materials.

The division has been involved in planning and developing a plan for a comprehensive system of personnel development.

Title VI, Part B, was completed and approved. This resulted in funding of $10,991,095. Pre-School Incentive Grants for Fiscal Years 1979 and 1980 were submitted concurrently with the Annual Program Plan. Pre-school funding amounted to $172,480. Project proposals were under Title VI, Part D and Title VI, Part C of the Act for training and programming for deaf/blind students, respectively. The Part D proposal was funded for $67,000 and Part C at $138,000.

A proposal also was submitted for a State Implementation Grant, Early Childhood Education of the Handicapped. The proposal was funded for $75,012 to conduct planning activities, initiate interagency cooperation and develop competencies for teachers of the early childhood handicapped.

The major portions of both state and Title VI, Part B funds were distributed to counties via a county plan approval process. Therefore, county plan documents were developed, distributed, reviewed and approved for both funding sources.

Monitoring

Another administrative responsibility is monitoring the implementation of state and federal mandates and regulations. The division conducted comprehensive evaluations in 11 counties and administrative monitoring reviews in 18 counties. Three Department of Health facilities: Colin Anderson Center, Lakin State Hospital and Greenbrier Center, were monitored. Monitoring reports were prepared and returned to each county or facility.

The monitoring/evaluation activities are designed to identify areas in programming which need assistance or improvement.

A major activity that was developed as a result of monitoring was the production of surrogate parent training materials. A set of materials was developed in conjunction with the Mid-East Regional Resource Center to train persons to serve in place of parents, when natural parents would not or could not act on behalf of their children.

Training and Program Development

The major problem area in the delivery of special education to exceptional children is the lack of adequate number of trained personnel. The division has been involved in planning and developing a plan for a comprehensive system of personnel development. This planning has included participation of a wide variety of people from numerous agencies and organizations. A planning committee developed a set of assumptions, goals and objectives which were distributed as a draft document for public review and comment.

Over the past two years efforts of staff working in student support services have focused on comprehensive guidance programs. During the past year 16 counties were provided assistance in developing their comprehensive plans. Much of the work has been in needs assessment, goal setting, objective writing and planning implementation strategies.

A coordinator of residential programs was employed to work with school systems and those agencies having facilities in which exceptional individuals receive education and related services. An advisory board was also selected and convened to assist in policy and program development.

Staff of the division provide a wide range of training opportunities and technical assistance to the 55 counties, 8 regional education service agencies, state agencies and other organizations. Activities in this area take many forms; workshops, conferences, inservice training and printed materials. Over 2,000 educators were directly served by the division through various modes of training. Some 84,000 pieces of child find literature were prepared and distributed to the counties for use with parents.

General Educational Development Testing (GED)

The assistant state superintendent of the Bureau of Learning Systems is the appointed state administrator for the GED testing program. The state administrator has the responsibility for policy implementation, administration of the program, supervision of the 50 official GED testing centers within the state, processing and issuing the State High School Equivalent Diploma. During the year, 6,191 equivalent diplomas were issued to qualified adults, a 9 percent increase over the previous year.

Recommendations

That funds be appropriated to continue support of:

1. the operation of the State-County Testing Program.
2. the operation of the network of teacher education centers.
3. the personnel and service needs of programs for exceptional children.
4. the operation of child development projects.
5. the operation of driver and safety education programs.